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ABSTRACT

Twenty-three Black assistant principals responded to a questionnaire about their status within their county school district. Analysis of the data showed the following: (1) one-third of the respondents had been assistant principals for more than 10 years and none had been assistant principals for less than 4 years; (2) 35 to 52 percent of Black assistant principals reported being assigned to activities such as budgeting, curriculum development, and scheduling, while 90 to 100 percent reported assignments in discipline, student activities and teacher evaluation; (3) 35 percent of the respondents had never applied for a principalship; almost half had applied at least twice; and (4) more than half of those turned down for principalships blamed this on the informal appointment process; almost one quarter raised questions about the system's human resource development efforts. The major recommendation arising from the study is that the school district should compare the situation of Black assistant principals with that of White assistant principals in order to determine whether Blacks are being treated fairly. (Appendices include the data collection instrument.) (CMG)

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SOME ASPECTS OF THE STATUS OF BLACK ASSISTANT PRINCIPALS IN A COUNTY SCHOOL SYSTEM

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15 August 1984

"I'druther drink muddy water and sleep in a hollow log..."

ABSTRACT

Some Aspects of the Status of Black Assistant Principals in a County School System: 1984

James A. Johnson, Jr. Ph.D., Nova University, Fort Lauderdale Florida

Descriptors: Principals/Assistant Principals/School Personnel/School Administration/Black Achievement/Blacks/Black Employment/Black Leadership/Occupational Mobility/Educational Mobility/Employment Opportunities/Competitive Selection/Promotion (Occupational)/Career Ladders/Status/Role Perception/Questionnaires/Data Collection

The author sought preliminary answers to questions designed to shed light on (1) how long Black professionals have been assistant principals, (2) to what roles and functions are Black assistant principals, typically, assigned, (3) what percentage of the Black professionals serving as assistant principals have applied for the principalship; and (4) why in the view of Black professionals serving as assistant principals and who have applied for the principalship, were they not promoted to the principalship. Answers to these questions were sought in order to reject the following two hypotheses: (1) transaction of the assistant principalship does not, typically, result in promotion to the principalship for Black assistant principals, and (2) the role of the Black assistant principal is, typically, limited to discipline related activities.

In order to approach preliminary answers to the four (4) previously stated questions a list of all Black assistant principals in the county schools active on 31 July 1983 was requested and received from the system's department of personnel during the Summer of 1983. Each of the sixty (60) persons on the list was defined as a member of the county public school's Black assistant principal population and was contacted and asked her/his preference re receipt of mail at home or at school. Meanwhile, a questionnaire was developed and field-tested among assistant principals in three other cities. The instrument in final form was mailed to the sixty (60) Black assistant principals on 27 October 1983. Subsequently, each potential respondent was contacted at least once by mail and once by phone and asked to return the instrument. Twenty-three (23) or thirty-eight (38) percent of the instruments were returned.

It was found that the modal number of years Black assistant principals have been in position is seven (7). More than one-third of the sample had been in position ten (10) or more years. Thirteen (13) percent had been in position fifteen (15) years. No respondent had been an assistant principal for less than four (4) years. It was also found that while between thirty-five (35) and fifty-two (52) percent of the respondents reported spending some time on activities that involve budgeting, scheduling classes, and curriculum development, between ninety-one (91) and one hundred (100) percent reported spending time on student activities, evaluating teachers, and discipline. Further, the modal time spent by the respondents on activities involving (a) the budget was zero (0), (b) curriculum development was zero (0), (c)

discipline was bimodal: ninety-two (92) and fifty (50) percents, (d) scheduling classes was zero (0), (e) student activities and (f) evaluation of teachers were, respectively, twenty (20) percent. It was further found that one-third of the respondents had never applied for the principalship, the average number of times applying assistant principals in the sample had applied was bimodal: one (1) and three (3); and, almost fifteen (15) percent of the applying principals in the sample had applied five (5) times. Finally, of the perceived reasons for not being appointed to the principalship reported by the respondents only nine (9) percent related to lacking preparation. More than one-half (55 percent) of the reasons focused on the informal appointment process; and, almost one quarter of the reasons (23 percent) raised questions about the system's human resource development efforts. Less than fifteen (15) percent of the responses pointed to flaws in the formal appointment process. These findings are interpreted and discussed; and, six (6) recommendations are made. Five (5) Tables, a short bibliography and two Appendices are provided. The Appendices include the data collection instrument, and perceived reasons reported by respondents that explain why they were not promoted to the principalship by categories.

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BACKGROUND AND SETTING

During a Spring 1983 meeting of the local affiliate of the National Alliance of Black School Educators the condition of Black assistant principals was raised and discussed. The discussion centered around two contentions: (1) the Black assistant principalship was a deadend job, and (2) the role of the Black assistant principal was, typically, limited to discipline related activities.

This first representataion was surprising to the author because of the widespread belief that successful transaction of the assistant principalship results in promotion to the principalship. The assistant principal, for example, has been referred to as a "...bridge to the principalship" by Iannaccone and Podorf (1984). It has also been referred to as a "training ground" for the principalship by Malone (1981).

The second contention was equally surprising as it is widely acknowledged that in order for assistant principals to acquire experience requisite to the principalship they must have broad experience in preparation for that role. Malone (1981), for example, notes that given the fact that all assistant principals need experience in such areas as **curriculum development** and **personnel**, plant and **business management** the assistant principal experience must, necessarily, be varied. Iannaccone and Podorf (1984) put the matter more directly. The assistant principalship cannot be a position in which the incumbent handles **student misbehavior** exclusively.

Both contentions fly in the face of what reasonable persons would judge as being in the best interest of systems and, therefore, of principals. Malone (1981), for example, provides three reasons why grooming the assistant principal for the principalship is in the system's interest. First he points to the **assisting** role of the assistant principal. He notes that the role of the incumbent is to assist the principal in his or her job and, thus, lighten the work load. Second, by grooming the assistant principal, Malone (1981) writes, an administrator that **complements** the senior and mid-level administrators' styles is developed. Third, Malone (1981) points out that the competent grooming of the assistant principal results in producing something that every school system needs - **skilled school executives.**

Aside from that which is in the system's interest are also questions about outcomes that it is incumbent upon school systems to effect. Valentine (1980), for example, takes the position that school systems and, therefore, principals are **obligated to guide and develop the assistant principal toward and for the principalship.**

As a result of the discussion that took place at that Spring 1983 meeting the Affiliate President charged (1) the Program Committee with the responsibility of developing an **advocacy** activity designed to result in Black and other assistant principals being moved into the principalship and (2) the Planning, Research and Evaluation Committee, which the author chairs, with the responsibility of determining the status of Black assistant principals in the local school system.

The present report (1) communicates the results of a study on some aspects of the status of Black assistant principals in a local school system and (2) suggests a set of next steps that the system's administration and board may wish to consider.

PURPOSE

The overall purpose of this study was to identify problems related to the assistant principalship in a county school system and to suggest appropriate courses of action to the system's managers and governors.

BIAS

Because of the author's interests, biases and limited resources, he limited the study to Black professional educators serving in the role of assistant principal(*) on 31 July 1983.

QUESTIONS

In this study the author sought preliminary answers to the following four questions:

1. How long have Black professionals been assistant principals?
2. To what roles and functions are Black assistant principals, typically, assigned?
3. What percentage of the Black professionals serving as assistant principals have applied for the principalship?
4. Why in the view of Black professionals serving as assistant principals and who have applied for the principalship, were they not promoted to the principalship?

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* The author is informed that a distinction must be made between the roles to which the label "assistant principal" was assigned prior and subsequent to the 1983-84 school year. The situation prior to the 1983-84 school year appears to have been one in which several persons called "assistant administrators" were assigned to a school. These persons appear to also have been called "deans" and "administrative assistants." The author is also informed that one or two of the assigned "assistant administrators" were "designated" as "assistant principal(s)" by the principal. The process by which this selection was made is not clear. Apparently, persons in this role were perceived as "second in command" as they related with teachers as though they had line relationships and therefore had authority rights. Beginning in July of 1983 persons in these variously labeled roles were renamed "assistant principal."

POPULATION

In order to approach preliminary answers to these four questions, a list of all Black assistant principals in the county schools active on 31 July 1983 was requested and received from the system's department of personnel during the Summer of 1983. Each of the sixty (60) persons on the list were defined as a member of the county public school's Black assistant principal population and was contacted and asked his/her preferences re receipt of mail at home or at school.

THE QUESTIONNAIRE

Meanwhile a questionnaire (please see **Appendix A** (page 16)) was developed and field-tested among assistant principals in three other cities. The revised instrument was mailed to the sixty (60) Black assistant principals(*) on 27 October 1983. Subsequently, each potential respondent was contacted at least once by mail and once by phone and asked to return the instrument. Twenty-three (23) or thirty-eight (38) percent of the instruments were returned(**).

DATA ANALYSIS

Data provided by the respondents were analyzed using descriptive statistics. Responses to **Item** 1 were ranked. Responses to **Item** 2 were treated in two ways. First, whether or not the respondents spent

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* As will be seen in the **Interpretation and Discussion** Section of this paper the author did not assume that answers to the items on the questionnaire would be different for Black vs. the total population of assistant principals. To the contrary, recommendations 1 and 2 (please see page 7) suggest that the system pursue answers to these questions for all assistant principals in the system and compare answers to these questions for Black vs. white persons in that role. The fact that it took the author a year to complete this modest study speaks to his limited resources and adds weight to the need for the school system to use some of its vast resources to replicate this study using the total population of the system's assistant principals.

** The fact that only thirty-eight (38) percent of the available respondents returned instruments begs explanation. Two competing explanations seem reasonable. One explanation may be that the respondents represent the sub-population of Black assistant principals that felt that returning the Instrument would "make a difference." Data associated with **Question** 3 may suggest that the longer Black assistant principals are in position, the greater the probability that they will perceive the system as closed to them. A second explanation may be that the population of respondents is coterminous with the proportion of Black assistant principals who are sufficiently familiar with the work of the author to cause them to participate in this study. This relatively low return rate adds support to the previous note. If a similar study was carried out by the school system it is probable that a higher percentage of the system's Black assistant principals would respond.

time on one or more of the various activities was determined and recorded (Yes/No). The percentages of times that the respondents reported spending on each activity were then ranked. Responses to Item 3 were sorted into "Yes" - "No" categories. Responses to Item 3A were ranked. Responses to Item 4 were content analyzed (the full list of items by categories is provided in Appendix B (pages 17 - 19)).

RESULTS

Question 1 was:

> **How long have Black professionals been assistant principals?**

It may be seen from Table I (please see page 10) that the modal(*) number of years Black assistant principals have been in position is seven (7). More than one-third of the sample had been in position for ten (10) or more years. Thirteen (13) percent had been in position fifteen years. No person in the sample who responded to this question had been an assistant principal for less than four (4) years.

Question 2 was:

> **To what roles and functions are Black assistant principals, typically, assigned?**

Table II (please see page 11) displays types of activities on which Black assistant principals reported that they spent time. Ignoring the "Other" category for analysis purposes, the data indicate that reported activities are bimodal. On the one hand between thirty-five (35) and fifty-two (52) percent of the respondents reported spending some time on activities that involve budgeting, scheduling classes, and curriculum development. On the other hand, between ninety-one (91) and one hundred (100) percent of the respondents reported spending time on student activities, evaluating teachers, and discipline.

While Table II focuses on types of activities on which Black assistant principals reported that they spent time, Table III (please see page 12) reports percentages of times that Black assistant principals reported that they spend on those activities.

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* It will be noted that the measure of central tendency (or average) reported is the mode. This measure was used for three (3) reasons. First, since this study represents a modest effort at variable identification the author is satisfied to consider data internal to this document as nominal-level and to make the weakest possible assumptions about their meanings. Second, in addition to ascertaining "peaks" in the various distributions, the author sought, where appropriate, to describe additional important characteristics of the shapes of the various distributions. Third, in the interest of objectivity and stacking the deck against himself, the author sought to use the least stable of the available measures of central tendency.

From **Table III** it may be seen that the modal (14 of 21 responses) time spent by respondents on activities involving the **budget** was zero (0). Sixteen (16) or seventy-six (76) percent of the respondents reported spending five (5) percent or less of their time on such activities. With respect to **Curriculum Development**, the modal (9 of 21 responses) time spent was **zero (0)**. Thirteen (13) or sixty-two (62) percent of the responding Black assistant principals reported spending two (2) percent or less of their time on **Curriculum Development** activities. Seventeen (17) or eighty-one (81) percent of the respondents reported spending at least **fifty (50) percent** of their time on **discipline**. The modal (11 of 21 responses) time spent by respondents on activities involving **scheduling classes** was **zero (0)**. Sixteen (16) or seventy-six (76) percent of the respondents reported spending **two (2) percent or less** of their time on activities involving **scheduling classes**. With respect to **student activities**, the modal (4 of 21 responses) time spent was **twenty (20) percent**. Eleven (11) of the twenty-one (21) or more than one-half of the respondents reported spending **five (5) percent or less** of their time on **student activities**. Finally, the modal (5 of 21 respondents) time spent on activities involving **evaluation of teachers** was **twenty (20) percent**. Nine (9) or forty-three (43) percent of the respondents reported spending **five (5) percent or less** of their time on **teacher evaluation activities**.

Question 3 was:

> **What percentage of the Black professionionals serving as assistant principals have applied for the principalship?**

At **Table IV** (please see page 13) it is observed that more than one third of the assistant principals in the sample have never applied for the principalship. The average number of times applying assistant principals in the sample have applied is bimodal: (one) and three (3). And, almost fifteen (15) percent of applying assistant principals in the sample have applied five (5) or more times. Of the ten (10) respondents who have been in position the longest (please see **Table I**) two (2) have never applied for the principalship, two (2) have applied once, two (2) have applied twice and four (4) have applied thrice. On the other hand, the four (4) most frequent applying assistant principals in the sample have been in position eight (8) years or less.

Question 4 was:

> **Why in the view of Black professionals serving as assistant principals and who have applied for the principalship, were they not promoted to the principalship?**

At **Table V** (please see page 14) it may be seen that of the perceived reasons for not being appointed to the principalship reported by the respondents, only nine (9) percent evolved from assistant principals in the sample reporting that they were **lacking preparation**. More than one-half (55 percent) of the reasons focused on **the informal appointment process**; and, almost one quarter of the reasons (23 percent) raised questions about the system's **human resource develop-**

ment efforts. Less than fifteen (15) percent of the responses pointed to flaws in the formal appointment process.

INTERPRETATION AND DISCUSSION

The data suggest an apparent need for the county school system to determine the extent to which the respondents accurately portrayed the condition of Black assistant principals in the system. The severity of the condition of Black Assistant Principals with respect to years in position suggested by the data indicates that the number of years that Black vs. white assistant principals have been in position should be compared. If one-third of all assistant principals have been in position for ten (10) or more years, real questions (as are suggested in relation to question four (4)) re the system's human resource development strategy and the fairness of its appointment process may be indicated. If, on the other hand, this condition does not obtain for white but does for Black assistant principals, grave doubts as to the extent to which the system is unitary are raised. The administration may respond to this analysis with the notion that no Court has ordered the system to promote Black assistant principals to the principalship(*). While that may or may not be true, the system remains governed by the Constitution of the United States and the Fifth and Fourteenth Amendments to it. Operationally, that means that Black and white categories of assistant principals may not, systematically, be treated differentially as a function of ethnicity. The data further suggest that Black assistant principals are not, typically, being assigned to activities such as those that involve budgeting, curriculum development, and scheduling classes. It is obvious that if assistant principals are systematically enjoined from carrying out these activities, they will be seen as lacking experience when applying for the principalship. If Black assistant principals are disproportionately assigned to act as disciplinarians, questions about the extent to which the system is unitary are again, raised. If, on the other hand this practice extends to all assistant principals (at least fifty (50) percent of their time spent on discipline) this is an expensive student management strategy(**). The openness of the system or the extent to which Black assistant principals feel invited to apply for the principalship may also be called into question by the data. If our finding (thirty-five (35) percent of the respondents have never applied) extends to all assistant principals it may be incumbent upon the administration to determine why this is the case. In the event, however, that this finding

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* The former superintendent of schools is reported in press to have made the equivalent of this statement about desegregating the schools.

** The author suggests that if the primary role of the system's Black assistant principals requires spending at least fifty (50) percent of their time on activities involving discipline, the system should consider assigning this role to the County Sheriffs. The starting annual salary for a newly certified sheriff (which is what in all probability would be assigned) is $19,000. The comparable salary for an assistant principal (with ten years in the system and a master's degree) is $27,456 (elementary) and $30,614 (high school).

is specific and peculiar to Black assistant principals, grave questions as to fairness and equity are again raised.

With respect to respondents who reported applying (one reports having applied seven (7) times) for the principalship, their perceptions as to why they were not appointed (please see **Appendix B**) also raise a number of key questions.

While many of these questions are obvious, the author wishes to explicitly bring three (3) such questions to the reader's attention.

1. Does the reader have reason to hold the belief that our respondents feel that they are being treated in a fair and equitable manner by the county school system?

2. Does the reader have reason to hold the belief that our respondents feel that the contributions that they are permitted and/ or called upon to make by the county schools are as valuable, or as worthy, and are as important as those made by white assistant principals?

3. Does the reader have reason to hold the belief that our respondents feel that their performances and the performances of white assistant principals are being compared against the same standards?

RECOMMENDATIONS

The above analysis suggests the following recommendations:

1. that the school system determine answers to the four (4) questions addressed in this study for all assistant principals now in position,

2. that the answers to these questions for Black vs. white assistant principals be compared,

3. that in the event that it is found that a meaningful percentage of Black vs. white assistant principals have been in position for more than three years, questions about the role and function of the assistant principalship as a training vehicle for ad-

vancement in the county public schools should be raised,

4. that in the event that it is found the the activities of a meaningful percentage of Black vs. white assistant principals is limited to discipline," questions about the function of the assistant principalship as a deadend job in the county schools would seem indicated,

5. that in the event that it is found that Black vs. white assistant principals are systematically disinvited or passed over in the principalship appointment process, the nature of that process should be determined and modified,

6. that in the event that it is found that a meaningful number of Black vs. white assistant principals have not been promoted to the principalship because of an informal appointment process and/or deficiencies in the system's human resource development efforts the system should take steps to (1) undo harm already visited upon Black assistant principals in position (2) eliminate all vestiges of the informal appointment process and/or (3) render the outcomes of the system's human resource development efforts equitable.

TWO CONSIDERATIONS

The data undergirding this report lead the author to arrive at the following two (2) considerations:

1. the county school system studied may have role expectations that are peculiar to the Black assistant principalship,

This reminds the author of his brother, a New York City policeman, who once made him aware of what he referred to as a common practice of "salt and pepper" teams. In dangerous situations (such as investigating a robbery at 2:00 a.m. in what closely resembles a bombed out neighborhood on New York City's lower East Side) the Euro-American cop would say you get the back Johnson and I'll cover the front. This is, of course, similar to the role Tonto plays in the salt and paprika team which may contribute to the communication of the beliefs, values and expectations held by my brother's Euro-American

"partners." In the present study a condition that appears to be parallel was identified. Black assistant principals are shunted to the role of collecting the guns and knives, breaking up the fights, dealing with the drug pushers and diffusing hostile situations so that their Euro-American "partners" may get on with the managing of the educational program.

2. the county school system studied may assign roles to the Black assistant principalship which when carried out results in the failure of incumbents to acquire administrative behavior necessary to promotion to the principalship,

This consideration is reminiscent of the quotation that introduces this report and suggests that county school system officials would apparently rather drink muddy water before promoting Black assistant principals to the principalship. The verbatims presented in Appendix B, taken as a whole, give weight to the representation that this condition may exist in the county school system studied.

TABLE I: NUMBER OF YEARS BLACK ASSISTANT PRINCIPALS REPORTED THAT THEY HAVE BEEN IN POSITION

RESPONDENTS	# OF YEARS IN POSITION
22	15
20	15
16	15
15	14
23	13
7	13
10	12
2	12
19	10
3	9
5	8
18	7
13	7
9	7
1	7
17	6
11	6
6	6
21	5
14	5
8	5
12	4
4	No response

TABLE II: ACTIVITIES ON WHICH BLACK ASSISTANT PRINCIPALS REPORTED THAT THEY SPENT TIME

	A C T I V I T I E S						
RESPONDENTS	(1)*	(2)*	(3)*	(4)*	(5)*	(6)*	(7)**
1			X		X	X	
2	X		X		X	X	
3			X	X	X	X	
4			X	X	X	X	
5	X	X	X	X	X	X	
6	X	X	X	X	X	X	
7	X	X	X		X	X	
8		X	X		X	X	
9		X	X	X	X	X	
10		X	X	X	X	X	
11	X		X	X	X	X	
12		X	X	X	X	X	X
13		X	X		X	X	
14			X			X	X
15			X		X	X	
16		X	X		X	X	
17			X		X	X	
18	X	X	X	X	X	X	
19			X		X	X	
20	X	X	X	X	X	X	
21	X	X	X		X	X	
22			X			X	
23			X		X	X	
N	08	12	23	10	21	22	02
%	35	52	100	44	91	96	09

* (ACTIVITIES)
(1) BUDGET (2) CURRICULUM DEVELOPMENT (3) DISCIPLINE (4) SCHEDULING CLASSES (5) STUDENT ACTIVITIES (6) EVALUATING TEACHERS (7) OTHER

** INCLUDES: ATTENDANCE, BUS DUTY, GRADUATION, INTERNAL SUSPENSION, LOCKERS, LUNCH DUTY, AND STUDENT AND TEACHER PARKING.

TABLE III: PERCENTAGES OF TIMES THAT BLACK ASSISTANT PRINCIPALS REPORTED THAT THEY SPENT ON SELECTED ACTIVITIES

(1) *	(A) %	(2) *	(A) %	(3) *	(A) %	(4) *	(A) %	(5) *	(A) %	(6) *	(A) %	(7) *	(A) %
18	60	21	20	13	92	04	25	21	20	14	30	14	20
		08	20	10	92			17	20			12	20
21	20			03	92	18	20	15	20	22	25		
		16	15					08	20			11	10
20	10			19	90	20	10			21	20		
07	10	20	10			06	10	23	15	15	20	23	00
05	10	18	10	09	82	05	10	20	15	08	20	22	00
		07	10					16	15	07	20	21	00
06	05	06	10	23	80	11	02			05	20	20	00
		05	10			10	02	07	10			19	00
11	02			22	75			06	10	16	15	18	00
		13	02	11	75	12	01	05	10			17	00
23	00	09	02			09	01			17	10	16	00
22	00			17	70			12	05	09	10	15	00
19	00	12	01	04	70	03	<01	10	05			13	00
17	00	10	01					09	05	11	08	10	00
16	00			12	68	23	00					09	00
15	00	23	00			22	00	19	03	19	07	08	00
14	00	22	00	15	60	21	00	11	03			07	00
13	00	19	00	06	60	19	00			23	05	06	00
12	00	17	00			17	00	04	<03	20	05	05	00
10	00	15	00	16	55	16	00			12	05	04	00
09	00	14	00			15	00	13	02	06	05	03	00
08	00	11	00	20	50	14	00						00
04	00	04	00	14	50	13	00	18	01	18	04	01	**
03	00	03	00	07	50	08	00			13	04	01	**
						07	00	03	<01				
02	**	02	**	08	40					04	<03		
01	**	01	**	05	40	02	**	22	00				
						01	**	14	00	03	<01		
				21	20								
								02	**	10	00		
				18	05			01	**				
										02	**		
				02	**					01	**		
				01	**								

(A) (ACTIVITIES)

(1) BUDGET (2) CURRICULUM DEVELOPMENT (3) DISCIPLINE (4) SCHEDULING CLASSES (5) STUDENT ACTIVITIES (6) EVALUATING TEACHERS (7) OTHER

* RESPONDENTS **NO RESPONSE

% PERCENTAGES OF TIME REPORTEDLY SPENT ON ACTIVITIES

TABLE IV: NUMBER OF TIMES BLACK ASSISTANT PRINCIPALS REPORTED HAVING APPLIED FOR THE PRINCIPALSHIP

RESPONDENTS	# OF TIMES APPLIED
6	7
5	5 or more
11	4
9	4
23	3
16	3
13	3
3	3
19	Several times
22	2
7	2
20	1
18	1
17	1
15	1
21	Had not applied
14	Had not applied
12	Had not applied
10	Had not applied
8	Had not applied
4	Had not applied
2	Had not applied
1	Had not applied

TABLE V: NUMBERS AND PERCENTAGES OF PERCEIVED REASONS REPORTED BY BLACK ASSISTANT PRINCIPALS THAT EXPLAIN WHY THEY WERE NOT PROMOTED TO THE PRINCIPALSHIP BY CATEGORY

CATEGORIES	NUMBER OF REASONS	PERCENTAGES* OF REASONS
A. The Formal Appointment Process	3	14
B. System's Human Resource Development Efforts	5	23
C. Lack of Preparation	2	9
D. The Informal Appointment Process	12	55
T O T A L S	22	101

* All percentages rounded

REFERENCE LIST

Iannaccone, George and Podorf, Fred, "Assistant Principals: Who are They and What Changes can they Expect in the Position," National Association of Secondary School Principals Bulletin, May 1984.

Malone, Wayne C., "Help your Assistant Principal Climb the Ladder to Success," Executive Educator, April 1981.

Valentine, Jerry, "Preparing your Assistant Principal for the Principalship," National Association of Secondary School Principals Bulletin, May 1980.

APPENDIX A

THE INSTRUMENT

>>PLEASE COMPLETE AND RETURN IN THE PROVIDED ENVELOPE<<

1. As of July 1983 I have been an Assistant Principal in the Broward School System for _____ years.

2. Last year I spent:

_____ percent of my time working with the **BUDGET.**

_____ percent of my time doing **CURRICULUM DEVELOPMENT.**

_____ percent of my time as a **DISCIPLINARIAN.**

_____ percent of my time **SCHEDULING CLASSES.**

_____ percent of my time involved with **STUDENT ACTIVITIES.**

_____ percent of my time involved in **EVALUATION OF TEACHERS.**

>>PLEASE MAKE CERTAIN THAT YOUR PERCENTAGES ADD UP TO 100<<

3. Have you ever applied for a principalship with the Broward County Schools?

(Circle one) **YES** **NO**

3A. If yes, how many times? _____

4. If your answer to 3. is **YES**, why, in your opinion, were you not promoted to the principalship?

APPENDIX B

Perceived reasons reported by persons in the sample for their not being appointed to the principalship are referred to on pages five (5) and six (6) of this report. The actual reasons reported appear below. It will be noted that while four categories emerged from analysis, category four (4) **The Informal Appointment Process** includes four (4) sub-categories. Sub-category I (**Association**) accounts for one-third of the reasons in that (the **Informal Appointment Process**) category.

PERCEIVED REASONS REPORTED BY BLACK ASSISTANT PRINCIPALS THAT EXPLAIN WHY THEY WERE NOT PROMOTED TO THE PRINCIPALSHIP

RESPONDENTS	PERCEIVED REASONS BY CATEGORIES	FREQUENCIES	
		#	%
	A. The Formal Appointment Process	3	14
9, 20	I have never been called for an interview.		
13	The interview committees		
	B. System's Human Resource Development Efforts	5	23
3	Questions asked at...interviews require experience with the budget, FTE, etc., which my duties did not and do not include.		
7	More qualified applicants with experience on the level of the position.		
19, 21, 23	Lack of experience working with the budget and scheduling of classes.		
	Institutional constraints on upward mobility.		

	C. Lack of Preparation	2	9
7	I have not completed the requirements (i.e., budget course).		
3	Requirements for the principalship changed after I fulfilled them (the previous requirements). I am presently working on (meeting) the (new) requirements.		
	D. The Informal Appointment Process	12	55
	(1) Association	4	(18 (33))
3	Policies for principal appointments are changed to (acommodate applicants with strong sponsors. I have none.		
5, 22	We are still operating on the "buddy system."		
15	Subjective opinions of members of the Principals' Association as to who should and should not become principals.		
	(2) Gender	2	(9 (17))
9	Almost no Black males have been promoted because of the women's movement and discrimination. The women's movement is fine; but, it seems to be benefitting the white women, mostly. Black women are caught between the Black movement and the women's movement.		
15	The pattern now seems to be to appoint white males at the secondary level and a few women at the elementary level. There have been approximately twelve vacancies at the secondary level during the past four years. Approximately four Blacks have been granted interviews; and, of that (number) only one received		

	an appointment.		
	(3) **Negative Re-enforcement**	2	(9
5	A selfish principal who wants to look good (using) the work of a qualified (assistant principal) ...a principal who refuses to give a good recommendation for fear of (losing) an (assistant principal) who knows what to do and give to the school, students and parents...		
16	Being a Black male and basically when you are doing an outstanding job at the high school level, the system will keep you in these assistant (principal) positions (so that you will) maintain order. I have observed that if you don't exert your resources, politically, and continue to do a proficient job, you do not get elevated, especially being a **Black male.**		
	(4) **Other**	4	(18 (33))
13	The location of my present school.		
15	My opinion...is that in order for a Black assistant principal to be appointed to a principalship, one must work in the area in which the vacancy occurs. The applicant must be highly recommended by a white male who is highly respected by his peers. The applicant must be respected and accepted by the staff and community of the school where the vacancy occurs. Finally, it always seems to help if you are a white male.		
23	Race (sic).		
23	Discrimination.		
	T O T A L S	22	100